

INTL 1100
Introduction to Global Issues
Spring 2025
11:30 – 12:20 MLC 147

Instructor: Dr. Gulcan Saglam
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Office Hours: Wednesday, 12:30 -1:30 pm by appointment only
<https://calendly.com/gulcansaglam/spring-2025-office-hours>

COURSE DESCRIPTION AND OBJECTIVES

This course introduces you to contemporary issues in global politics. It is designed for those who have no prior knowledge of international affairs. We will examine some of the most pressing, political, environmental, and economic problems currently facing the global community. The idea is to introduce the issues and discuss different points of view on them so that students can develop and articulate informed views on possible solutions to the world's most pressing problems.

The class is divided into five major sections (1) foundations and principles of global politics, (2) non-state actors and global governance, (3) international law and global governance, (4) global conflict and (in)security, and (5) global economy and sustainability.

Upon completion of this course, you should be (better) able to:

- Identify key global issues and the main actors on the global stage
- Recognize connections between local and global issues
- Discuss major problems facing the world today, including issues related to the environment, nationalism, human rights, security, and economic development
- Compare and contrast key processes of the international system as well as explain how different actors approach global issues differently

We will often discuss contentious political issues and I expect all students to treat each other – and their ideas – with respect, even as we might disagree with each other. You should discredit ideas and arguments, not people. Interruptions, slurs, or making fun of students or their views will not be tolerated. Responses should be respectful, utilize facts, and include complimentary language as well.

COURSE READINGS

There is no required textbook for this course. All readings will be available free of charge through the eLC course page or the Main Library.

- You are also required to follow international news daily by using the Internet or subscribing to a major national daily. Current events questions will be part of quizzes and/or class participation assignments.
- You need to be able to locate various countries on a map, so make sure you have access to an up-to-date atlas.
- You are expected to complete the course reader listed on the syllabus and/or posted on the eLC course page before coming to class. Your lack of participation during class discussions will be evident if you fail to do the readings.
- Lectures and class discussions are intended to supplement, not duplicate, the readings. Quizzes and assignments will draw upon course reader and class notes.

COURSE FORMAT

Each of you learns differently. That matters to me. To give you flexibility and autonomy in the learning process, we will be using a **discussion-based course format**. *You will engage with required readings and videos before coming to class and we will dedicate class time to application of the material through case studies, discussions, and hands-on activities.* The discussion-based format allows us to spend class time engaging in activities that enhance your active learning of the material rather than lecturing. When conducting hands-on case studies and practicing new skills in class, you will be able to explore new concepts in your own way, at your own pace, in a controlled and supportive environment. *Research and my own teaching show a dramatic increase in student learning in an active learning setting compared to traditional methods.*

- **Mondays will be structured content days.** These sessions are designed for you to actively engage with the key concepts from the module, with the guidance and support of the instructor. You will have the opportunity to work individually or in small groups, exchange reflections, and dive into discussions based on the guiding questions provided. This is your chance to deepen your understanding through collaborative learning and focused exploration of the material.
- **Wednesdays and Fridays will be dedicated to the application of course material.** These days will focus on hands-on, active learning where we'll apply the concepts from the module to historical and current case studies. We'll begin with brief mini-lectures that may cover important concepts from the module, address any misconceptions, or introduce relevant topics not included in the module. Following this, we'll engage in in-depth discussions around the module's discussion question and participate in practical exercises that allow you to explore and apply the material in real-world contexts.

This course consists of six modules, including a Welcome Module, each covering various topics and learning materials. Each topic within the modules will include the following:

1. Short lecture videos.
2. Required readings.
3. A collection of supplementary materials and video links for further exploration (including lecture slides for note-taking and review).

At the end of each substantive module, students will submit the following:

1. Module discussion board contributions (one original response to the prompt and one response to a classmate)
2. A module quiz (online, open notes, multiple choice)

To ensure a well-structured and organized learning experience, each module will adhere to a specific schedule. Typically, modules will open on a Monday at 9:00 am and remain accessible until all related topics have been covered, with closure on the last Monday at 8:00 am. Please refer to the Course Schedule for individual module availability and due dates.

Your active engagement with the course material (both online and in class) is crucial for your success in this class. It is essential to participate in the online lectures and complete the assigned readings before coming to class. Moreover, regular attendance in class meetings is vital. These in-person sessions will offer valuable activities that complement, rather than duplicate, the online content. By following these guidelines, you will enhance your learning experience and make the most of this course.

GRADING

Your course grade is calculated from the following components:

| <i>Target Learning Areas</i> | <i>Weight</i> | <i>Assignment Types</i> | <i>Due Dates</i> |
|---|--|--|--|
| <i>Responsible for own learning:</i> Fully independent | 10% | Map Test | In class - Feb 3 rd |
| <i>Process skills:</i> Work completed by students while being exposed to content, potentially with instructor support | 15% | Classwork, eLC assignments, polls, written papers, group discussions, individual reflection papers, and both announced and unannounced quizzes, etc. | |
| | Not graded but visible through class participation | Going over the module content (lectures and readings) before coming to class | |
| <i>Conceptual Understanding:</i> Any type of assignment completed after extensive exposure to | 25% | Module Quizzes | Six module quizzes and |
| | 20% | Module Discussions | module discussions (one for each module) |

| | | | |
|---|-----|------------|--|
| content and/or skills to evaluate student's learning and progress. | | | - Due by Monday at 8:00 am (EST) on the week they are assigned – except for the Module 5 Assignments which are due on Sunday April 27 th at 12:00 am. |
| Application of Knowledge: End of semester cumulative assessment or project completed by students after being exposed to the whole class content | 30% | Final Exam | In-class - May 5 th at 12:00 pm |

~ *Class Presence and Participation (15%)* ~

Purpose: Participation develops critical thinking and effective communication skills. It includes active contributions, listening, and engagement with the material and peers.

Task: Participation will be assessed through:

- eLC and in-class assignments, polls, group discussions, reflection papers, quizzes (announced/unannounced) etc.

These activities aim to:

- Deepen understanding of key concepts.
- Encourage independent and collaborative exploration.
- Expose you to diverse perspectives on global politics.

Criteria:

1. Responsibilities:

- Complete all in-class activities on time.
- Include your name on all submissions and submit by the end of class.

2. Discussion Participation:

- Speak and listen actively during discussions.
- Your contributions will be evaluated on quality, not quantity. Quality contributions:
 - Offer unique, relevant perspectives.
 - Move the discussion forward.
 - Build on others' ideas.
 - Go beyond personal opinions by providing evidence, argumentation, or reflective analysis.

3. Attendance and Engagement:

- Attendance is required for active participation. If you miss class:
 - First, contact your “buddies” for notes or discussion points.
 - If questions remain unanswered, email me and CC your buddies.
- Avoid asking if you missed “anything important”—all classes are essential.

~ *Module Quizzes (25%)* ~

Purpose: Module quizzes assess your comprehension of course material and reinforce your learning.

Task: At the end of each module, you will complete a 10-question multiple-choice quiz on eLC. Quizzes are open-note and open-book, but questions are randomly drawn from a large question pool, meaning each attempt will likely feature different questions.

Criteria:

1. **Number of Attempts:**
 - You are allowed **two attempts** per quiz.
 - Your **highest score** will be recorded as your final grade.
2. **Preparation:**
 - Review all required readings, videos, and slide sets before attempting the quiz to maximize your success.
3. **Deadlines:**
 - Complete quizzes by the deadlines specified in the course schedule.
 - Late submissions will **NOT** be accepted, so plan ahead.
4. **Learning from Feedback:**
 - Use feedback from your first attempt to identify areas for improvement and refine your study strategy for the second attempt.

~ *Discussion Board Contributions (20%)* -

Purpose: The discussion board is designed to foster engagement with course topics, encourage dialogue, and explore diverse perspectives. By contributing thoughtful responses and interacting with peers, students deepen their understanding and strengthen their critical thinking skills.

Task: For each module:

1. Submit one **thoughtful response** (minimum **400 words**) to the discussion board question provided by the instructor.
 - Responses must reference course materials, including readings, lecture videos, or other required content.
2. Respond to **at least one classmate's post** to promote meaningful interaction and discussion (minimum **150 words**).

Format and Citations

- Responses must be typed directly into the discussion board dialogue box (attachments are not accepted).

- Cite sources accurately and consistently (lecture videos excluded). Use any citation style you are familiar with.
- Make sure to meet the word count and response requirements to earn full credit.

A detailed grading rubric is available on **eLC** for reference.

~ *Map Test (10%)* ~

Purpose: The map test, worth **10% of your final grade**, is designed to assess your geographical knowledge in the context of global issues. Understanding the locations of countries, capitals, and major physical features is essential for comprehending the geopolitical topics discussed throughout the semester.

Task: The map test will evaluate your ability to:

- Identify **15 countries**.
- Recognize **5 national capitals**.
- Point out **10 major physical features** (e.g., rivers, mountains, oceans).

The test will focus on regions and topics highlighted in lectures. To prepare:

- Review maps presented during lectures and note any emphasized countries or regions.
- Use an up-to-date atlas to practice locating countries on a blank map.
- Familiarize yourself with national capitals and understand their geopolitical significance.

Criteria:

1. **Preparation**

- A **study guide** is available on the eLC course page to support your preparation.
- Utilize **online resources** like Lizard Point Geography Quizzes to test and improve your map knowledge.

2. **Test Format**

- Questions will include **identification** and **location-based** tasks focusing on:
 - Countries
 - Capitals
 - Physical features of world geography
- You are expected to demonstrate familiarity with country locations and their capitals, as these often serve as focal points in global discussions.

Note: Regular practice with blank maps and online tools will greatly improve your readiness for the test.

~ *Final Exam (30%)* ~

Purpose: The final exam, which constitutes 30% of your final grade, is designed to evaluate your understanding of the key concepts, theories, and topics covered throughout the course. This cumulative exam will test your ability to synthesize material and apply your knowledge to analyze global issues critically.

Task: The comprehensive exam will be an **in-person, cumulative assessment** that includes material from all modules covered during the semester. The exam may consist of a mix of

multiple-choice, short-answer, and essay questions to assess both your recall of important information and your ability to think critically about course topics.

Criteria:

1. **Content Coverage:**

- The exam will include questions that span all modules, readings, lecture videos, and in-class activities.
- Be prepared to engage with key concepts, major case studies, and important theories discussed throughout the semester.

2. **Preparation:**

- Review all module content, including readings, lecture notes, and key discussions.
- Attend the final review session for an opportunity to ask questions and clarify material.

3. **Date & Time:** May 5th 12:00 – 1:30 pm

~ *Grading Scale* ~

Please note that if you have specific grade requirements (for your major, for your scholarship, etc.), you need to make sure you work towards them from the beginning of the semester. Any efforts to get me to change your grade at the end of an assignment or the semester based on your sudden realization that you need a better grade than you actually earned will NOT be accommodated. I am more than happy to work with you throughout the semester. It is, therefore, in your best interest to talk to me early on. If you encounter any problems, please let me know so that I can help you as much as possible. I cannot help you after deadlines have passed and the semester is over.

| | | | | |
|----|-------------------|--|----|-------------------|
| A | 94 – 100 points | | C | 73 – 76.99 points |
| A- | 90 – 93.99 points | | C- | 70 – 72.99 points |
| B+ | 87 – 89.99 points | | D+ | 67 – 69.99 points |
| B | 83 – 86.99 points | | D | 63 – 66.99 points |
| B- | 80 – 82.99 points | | D- | 60 – 62.99 points |
| C+ | 77 – 79.99 points | | F | 59 and below |

COURSE POLICIES

~ *Communication and Email* ~

I will keep you updated about the course and any changes to the syllabus through the “ANNOUNCEMENTS” board on the class ELC page.

- To register for “Announcement Notifications,” click on your name in the upper right-hand corner of the class eLC page > Notifications > Scroll down to “Instant Notifications > check the boxes for “Announcements.”

- You can choose to have notifications sent to you by email or text message – students in the past have suggested that email is better as the content is incomplete in a text message.

I can respond quickly and effectively to your emails if you clearly identify some important information in your emails. Here is what helps:

- ***Before you email me, please check the syllabus, welcome module, and the ELC site announcements page to ensure your question has not been previously addressed.*** ELC problems are no excuse for having missed quizzes or announcements!
- Sign your name as you are enrolled in the course – sometimes UGA email header does not include your name.
- Please use appropriate salutations, including my name in the opening and your name in the closing (Hint: you can't go wrong with "Hi Professor Saglam" or "Hi Dr. Saglam"). For further guidance, see <http://www.wikihow.com/Email-a-Professor>
- During the workweek, I generally respond to emails in a timely manner (usually within 24-48 hours). On weekends, I do not check emails regularly. Please do not expect a response before the beginning of the workweek.

~ *Accessing Course* ~

Course materials will be hosted primarily on eLC, though I may use other online tools to communicate with you. If you are traveling, make sure that you have sufficient internet access time and unfettered access to the course site hosted on eLC and relevant services.

~ *The Use of Technology* ~

All phones should be **shut off** or set to **silent** (not vibrate) before arriving at class and should be put away during class. The use or interruption of these devices during regular class time will result in the reduction of your participation grade, and during test periods will be treated as cheating.

It is important that you have a reliable internet service, particularly as some of the assignments are time-sensitive. You will also need access to a computer that allows you to engage with audiovisual content. If you experience technical issues, you can contact the EITS Help Desk at: helpdesk@uga.edu. Please talk to me immediately if you are expecting to have computer or reliable internet problems this semester.

Finally, you're responsible for being aware of times when ELC is down for maintenance and for ensuring that all your work is submitted by the times noted. As a best practice, please submit your work well before the deadlines, as technical problems do arise. In the case of a rare technical problem, please notify me about the technical issue within 15 minutes of a deadline.

~ *Life tokens* ~

Sometimes things happen that get in the way of your best intentions to complete an assignment on time. To account for the unexpected situations in a caring and flexible way, I am implementing

a “**life token**” policy, which means **you may miss one module quiz, one module discussion, and three in-class participation activities without a grade penalty**. In other words, I will drop the lowest scores for one module quiz and one module discussion, one simulation memo along with your three lowest participation scores.

You may utilize these tokens for any reason—be it illness, competitions, travel for sports or interviews, personal rest, transportation issues, doctor appointments, or attending conferences. It's important to note that this policy is designed to cover typical unforeseen circumstances, and no additional individual exceptions will be granted beyond these tokens. If you encounter severe or extenuating circumstances that might cause further absences, please reach out to me or Student Care and Outreach promptly to discuss your situation. This proactive communication helps ensure that we manage your course commitments effectively while addressing your personal challenges.

~ *Assignment Deadlines & Late Work Policy* ~

The due dates in this class are intentional and designed to ensure steady and productive progress toward achieving the course’s learning objectives. To succeed, it is important to be aware of all deadlines for assignment and work ahead of deadlines to account for unexpected challenges.

Key Policies:

- **Automatic Lock:** All assignments will automatically lock at their designated due time. **No late submissions will be accepted.**
- **Life Token Policy:** Submissions not received due to unapproved absences, technical issues, or other unforeseen circumstances may fall under the *life token policy*.
- Beyond the life token policy, extensions and make-ups will only be granted in accordance with the **UGA class attendance policy** and require:
 - Proper documentation, and
 - My discretion based on the situation.

In-Class Participation Activities:

- Due to the interactive nature of these assignments, **there will be no make-ups for missed participation activities.**

Please plan ahead, stay on top of deadlines, and communicate proactively if you encounter any issues.

~ *Formatting* ~

All written assignments should meet the following formatting requirements: Times New Roman, 12-point font, double-spaced, 1” margins, and page number in the bottom right-hand corner.

~ *Contested Grades* ~

Students wishing to contest a grade must wait 24 hours after their assignment/exam has been returned to make an appointment to see me. During that appointment, students should come

prepared with (1) a typed explanation of what the best possible response to the prompt would look like, (2) a typed explanation of how their work compares to that best answer, and (3) their class and reading notes. All requests for such meetings must be made within one week of the date the assignment/exam was returned. I shall re-evaluate your work and assign a “new” grade. Note, however, that this process may result in the same grade, a higher grade, or indeed a lower grade for that assignment. You are allowed this one appeal for each graded assignment; the re-grade will then stand.

~ Accommodations for Students with Disabilities ~

UGA is committed to providing equal access to academic programs and university-administered activities and reasonable modifications to students with disabilities. Students in need of academic accommodations need to request such services from the Disability Resource Center located at 114 Clark Howell Hall (for more information visit www.drc.uga.edu) and should make an appointment to see me with their appropriate paperwork from the DRC within the first two weeks of classes.

~ Netiquette and Policy on Disruptive Behavior ~

I will take your viewpoints seriously and want all of us to learn from one another over the course of the semester. In order to make this a successful class, it is important that we create an environment where everyone has an opportunity to learn. To facilitate this goal, I expect students to treat each other with respect, listen to conflicting opinions, and seek to discredit arguments rather than people. (Please, refer to the university policy on disruptive behavior and note that I reserve the right to remove students from class for disruptive and/or disrespectful behavior towards me or other students.)

~ Policy on Academic Dishonesty ~

I take academic honesty VERY seriously. In the interests of fairness and academic integrity, university policies will be strictly enforced. As a University of Georgia student, you have agreed to abide by the University’s academic honesty policy, “A Culture of Honesty,” and the Student Honor Code. All academic work must meet the standards described in “A Culture of Honesty”. Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Any student caught cheating or plagiarizing will be referred to Judicial Affairs, as required by university policy. Make sure that you understand how to avoid charges of academic dishonesty.

~ AI Tools Usage Policy ~

The use of Generative AI (GAI) tools is generally **not permitted** in this course but may be allowed for **editing and refining your assignments**. The central focus of your work must be your **original ideas** and **critical thinking**.

Key Guidelines:

1. **Original Work:** You may not present GAI-generated output as your own work. Your assignments must reflect your personal analysis, interpretation, and understanding.
2. **Proper Citation:** Any use of GAI output must be **appropriately cited** or disclosed. Direct quotes require quotation marks and in-line citations. Uncited or misrepresented GAI-generated content will be treated as **academic misconduct** and reported to the Office of Academic Honesty in line with UGA's "*A Culture of Honesty*".
 - For proper citation guidelines, refer to the APA Style article: *How to Cite ChatGPT*.
3. **Best Practices for Using GAI:**
 - Do not have both your assignment and the GAI tool open at the same time.
 - Take notes in your own words while interacting with the tool, then use those notes to inform your assignment.
 - Never copy and paste GAI output directly into your work. Treat it as a **learning tool** to deepen your understanding.
4. **Accuracy and Bias:** GAI tools are highly prone to **errors** and **bias**. Assume GAI output is incorrect unless you can verify it through a reliable source. It is your responsibility to critically assess the validity and relevance of any GAI content you engage with.
5. **AI-Integrated Tools:** The advice above applies equally to **AI assistants** integrated into grammar, composition, or other writing tools.

Final Note:

- If you are unsure about the boundaries between collaborating with GAI and copying from it, **err on the side of caution**. When in doubt, ask for clarification. This course values your critical thinking and unique contributions above all else.
- Finally, GAI is highly vulnerable to inaccuracy and bias. **You should assume GAI output is wrong unless you either know the answer or can verify it with another source**. It is your responsibility to assess the validity and applicability of any GAI output used.

~ Prohibition on Recording Lectures ~

In the absence of written authorization from the UGA Disability Resource Center, students may not make a visual or audio recording of any aspect of this course. Students who have a recording accommodation agree in writing that they:

- Will use the records only for personal academic use during the specific course.
- Understand that faculty members have copyright interest in their class lectures and that they agree not to infringe on this right in any way.
- Understand that the faculty member and students in the class have privacy rights and agree not to violate those rights by using recordings for any reason other than their own personal study.

- Will not release, digitally upload, broadcast, transcribe, or otherwise share all or any part of the recordings. They also agree that they will not profit financially and will not allow others to benefit personally or financially from lecture recordings or other course materials.
- Will erase/delete all recordings at the end of the semester.
- Understand that violation of these terms may subject them to discipline under the Student Code of Conduct or subject them to liability under copyright laws.

~ *Mental Health and Wellness Resources* ~

UGA has a vast array of resources to support students facing a variety of challenges. Please don't hesitate to come to speak with me or contact these resources directly:

- If you or someone you know needs assistance, you are encouraged to contact Student Care and Outreach in the Division of Student Affairs at 706-542-7774 or visit <https://sco.uga.edu>. They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.
 - If you need help managing stress anxiety, relationships, etc., please visit BeWellUGA (<https://www.uhs.uga.edu/bewelluga/bewelluga>) for a list of FREE workshops, classes, mentoring, and health coaching led by licensed clinicians and health educators in the University Health Center.
 - Counseling and Psychiatric Services (CAPS) - 706-542-2273 (during regular business hours)
 - After Hour Mental Health Crisis: 706-542-2200 (UGA Police—ask to speak to the CAPS on-call clinician)
- Relationship and Sexual Violence Prevention – 706-542-SAFE (Please note, faculty and staff are obligated to report any knowledge of sexual assault/relationship violence to UGA's Equal Opportunity Office. The advocates at RSVP can provide student confidentially).

This syllabus provides a general plan for the course, and deviations may be necessary.

COURSE SCHEDULE

Welcome Module (Jan 6 – Jan 13)

Welcome Module Assignments – Due Monday, Jan 13, at 8:00 am

- Getting to Know You
- Syllabus Quiz

Module 1: Foundations and Principles of Global Politics: What Shapes Our World?

Topic 1: The Westphalian State System (Jan 13 – Jan 20)

- Lectures
 - Global Politics and Global Issues
 - Global Actors
 - State Sovereignty and Westphalia
 - Anarchy and Collective Action

- Hotspot Taiwan: A lot of internal sovereignty, not much external sovereignty
- Readings
 - Tanks, Sanctions, and Separatists: The Various Challenges to Sovereignty
 - Hotspot Palestine: A lot of external sovereignty, not much internal sovereignty
- Additional Material – Lecture slides

Topic 2: Power and Hierarchy in Global Politics (Jan 20 – Jan 27)

- Lectures
 - Imperialism
 - The Age of Exploration
 - Industrialization and Imperialism
 - Decolonization
 - Hotspot: China’s New World Order | Bigger than Five
- Readings
 - Stuart Hall. The West and the Rest
 - Hot spot: Global South: The “Rest” vs the West?
- Additional Material – Lecture slides

Topic 3: Nations and Nationalism (Jan 27 – Feb 3)

- Lectures
 - Nation and Nationalism
 - Hot spot: How a new brand of Hindu extremism is going global
 - Hot spot: Modi’s India
- Readings
 - What is causing the rise of today’s global far right?
 - Human Rights Watch – Indian Citizenship Report
- Additional Material – Lecture slides

Topic 4: Nation-state, Citizenship, and Migration: Who Belongs? (Feb 3 – Feb 10)

- Lectures
 - How are nationality, citizenship, and immigration connected?
 - How do we use others to shape our own national identities?
 - Refugees vs Asylum Seekers vs Migrants
 - Human Trafficking vs Slavery
 - Hot spot: Media bias – Who gets to be a refugee deserving our sympathy and protection?
- Readings
 - Modern day slavery – Full Episode
 - UNHCR – Figures at a glance 2022
- Additional Material – Lecture slides

Module 1 Assignments – Due Monday, February 10th at 8:00 am

- Module 1 Discussion
- Module 1 Quiz

Module 2: Non-State Actors and Global Governance

Topic 4: International Organizations- The United Nations (Feb 10 – Feb 17)

- Lectures
 - Intergovernmental Organizations
 - The League of Nations
 - The UN
 - UN Principal Organs
 - The UN Veto Power Discussion
 - UN Peacekeeping
- Readings
 - CFR – The UN at 75: How to make it relevant again
- Additional Material – Lecture slides

Topic 5: Regional Organizations- The European Union (Feb 17 – Feb 24)

- Lectures
 - The history of the EU
 - The European Union
 - The European Union Explained
 - EU Law making: The Ordinary Legislative Procedure
 - Deepening and widening
- Readings
 - The EU: The world's biggest sovereignty experiment
- Additional Material – Lecture slides

Topic 6: Transnational Actors (Feb 24 – March 10)

March 3 – March 7 SPRING BREAK

- Lectures
 - Nongovernmental Organizations
 - Multinational Corporations
 - Hot spot: Protests in France
- Readings
 - Who is more powerful: states or corporations?
 - The global crackdown on civil society organizations
- Additional Material – Lecture slides

Module 2 Assignments – Due March 10th at 8:00 am

- Module 2 Discussion
- Module 2 Quiz

Module 3: International Law and Global Governance

Topic 7: International Law (March 10 – March 17)

- Lectures

- International Law: Principles and Sources
- Human Rights Law
- Understanding International Humanitarian Law: The Laws Governing Armed Conflict
- Readings
 - Is international law really law?

Topic 8: Enforcement of HR Law (March 17 – March 24)

- Lectures
 - HR Enforcement
 - The ICJ and the ICC
- Readings
 - Hotspot: How Russia’s invasion of Ukraine tested the international legal order
 - Hotspot: Will International Humanitarian Law Survive the Israel-Hamas Conflict?
- Additional Material – Lecture slides

Module 3 Assignments – Due March 24th at 8:00 am

- Module 3 Discussion
- Module 3 Quiz

Module 4: Global Conflict and (In)Security

Topic 10: International Security and Conflict (March 24 – March 31)

- Lectures
 - Whose security? (State vs human security)
 - Interstate Conflict
 - Conventional military strategies: Defense vs Deterrence
 - Nuclear proliferation
 - Nuclear deterrence
- Readings
 - Hot spot: Ukraine – Conflict at the Crossroads of Europe and Russia
 - 10 conflicts to watch in 2024
- Additional Material – Lecture slides

Topic 11: Violence by Non-State Actors and Asymmetric Warfare (March 31 – Apr 7)

April 3rd - Withdrawal Deadline

- Lectures
 - Conventional vs asymmetric warfare
 - Terrorism
 - Guerilla warfare
 - Hot spot: What’s happening in Sudan?
 - Hot spot: What’s happening in DRC?
- Readings
 - Intrastate conflict

- Additional Material – Lecture slides

Topic 12: Contemporary Security Challenges (Apr 7 – Apr 14)

- Lectures
 - Climate change and global security
 - Water security
 - Food security
 - Cyber security
 - Hot spot:
- Readings
 - Human insecurity: Understanding international migration from a human security perspective
- Additional Material – Lecture slides

Module 4 Assignments – Due on April 14th at 8:00 am

- Module 4 Discussion
- Module 4 Quiz

Module 5: Global Economy and Sustainability

Topic 13: Globalization of Trade (Apr 14 – Apr 21)

- Lectures
 - Globalization of Trade
 - Why trade? Absolute vs comparative advantages
 - How the world is restructuring trade without the US
 - Hotspot: The US-China Trade War
- Readings
 - Gulcan Saglam and Charles Hankla – Politics, Economics, and Trade
 - What happened when China joined the WTO?
- Additional Material – Lecture slides

Topic 14: Global Poverty and Development (Apr 21 – Apr 28)

- Lectures
 - Poverty and Development
 - Who is responsible for climate change and who needs to fix it
 - Why have politicians failed to tackle climate change?
 - What is the tragedy of the commons?
 - Sustainable development goals
- Readings
 - The foreign aid paradox
 - The Paris Agreement
 - Cassidy – Can we have prosperity without growth?
- Additional Material – Lecture slides

Module 5 Assignments – Due on Sunday Apr 27th at 11:59 pm

- Module 5 Discussion
- Module 5 Quiz

Final Exam: May 5th at 12:00 pm